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ABSTRACT

During the 1991-92 academic year, Clark State Community College's (CSCC's) Task Force on Institutional Effectiveness met on approximately 20 occasions to develop an instrument to assess the degree to which the college was achieving its goals. The group began with the assessment model produced by the Ohio Board of Regents in 1989-90, which had been adapted from a grid model developed by the National Alliance of Community and Technical Colleges several years earlier. The model CSCC selected to adopt and modify had several distinct features. First, the model required that all of the institutional components to be examined (areas of inquiry) were directly tied to the college's mission statement. Second, the model divided the college's assessment into three basic categories: resources, processes, and outcomes. Finally, the model required the development of specific indicators of success corresponding to each area to be examined. For example, one area of inquiry falling under the category "resources" is "students," which includes the following success indicators: (1) the college has recruitment plans consistent with its mission; (2) enrollments are consistent with college goals and resources; (3) the racial/cultural composition of the student body meets college goals; and (4) the demographic profile of the student body meets college goals. CSCC customized the model by defining key and ambiguous terms, and by identifying the individuals responsible for responding to each indicator. The assessment model, which presents areas of inquiry and indicators in both grid and outline format, is attached. (JMC)

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CUSTOMIZING AN ASSESSMENT MODEL: WHY OFF THE SHELF WON'T WORK

The development of an institutional effectiveness model at Clark State Community College, Springfield, Ohio

Presented at the Fourth Annual Summer Institute of the Community College Consortium
Vail, Colorado
June 1992

Albert A. Salerno, President
John P. Kristofco, Associate Dean for Student Development

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Clark State Community College, like so many other two-year colleges in America, began wrestling with the notion of "institutional effectiveness" a few years back. Motivated by the developing national climate of accountability, the work of other institutions on this subject, and by our own sense that there needed to be some way of measuring successes and needs, we began to gather literature on assessment, and we attended a variety of conferences and workshops (among them, several sponsored by the Community College Consortium). In this way, we began to move inexorably from discussion of assessment toward action.

In the summer of 1990, Jack Kristofco, then chairperson of our Educational Services Division, served on a statewide committee of the Ohio Board of Regents that was assigned the task of developing a model for assessing institutional effectiveness. This model was to be a part of the Regents' "Building a World Class System of Two-year Colleges" planning document.

That committee reviewed a number of assessment tools and read from a wide range of resources on the subject. As a starting point for the model itself, the members selected the instrument that had been developed the previous year by the National Alliance of Community and Technical Colleges. That model included several features that appealed to the committee.

First, the Alliance model divided the work and structure of the college into three basic areas: resources, processes, and outcomes. This design, found in various other similar instruments, arranges the educational enterprise into segments that reflect the three most important aspects of any endeavor: what one has, what one does, and what one achieves.

Second, assignments of content into the three sections of the instrument are made in a way that divides each item into two essential components: the "area of inquiry" and its "indicators." The "areas" are those items that are fundamental to the section.

For instance, in the "Resource" section, items such as "personnel" and "finances" are essential members. They will be, therefore, items about which the college will ask questions in an attempt to assess its level of effectiveness. The questions themselves are set forth as statements--as "indicators."

Each of these areas of inquiry is directly tied to the college's mission statement. This is the next feature of the Alliance Model--its requirement that all areas of inquiry be anchored in the mission, for it is the mission, after all, that establishes the intention against which the college must be judged.

Finally, the committee was attracted to the "grid" structure which the Alliance model uses. This format graphically presents the assessment project in a clear and unambiguous way. It also allows a fairly substantial amount of text to be presented concisely and in a way that shows the relationship among areas and indicators. As a result, it is a very readable and usable document.

These attractive features notwithstanding, the Regents' committee almost immediately began to tinker with the Alliance Model, adapting it to its own statewide context. Some items were amended; others were expanded; new areas of inquiry were added, and indicators were also changed or added. The process, which was accompanied by vigorous discussion at every turn, became not only a collaborative effort on the part of a representative group, but also an opportunity for debate over vital institutional issues--the kind of dialogue that winds its way through some tough but unavoidable questions.

By the end of the summer of 1990 the Regents' committee had developed its own "institutional effectiveness assessment grid," and it was entered into the comprehensive report that was completed by the whole "World Class System" group. Kristofco brought some of these ideas back to Clark State and to its discussions about effectiveness.

In the spring of 1991, the college's Board of Trustees identified institutional effectiveness as one of its priorities for the next academic year. Clark State's president Al Salerno asked Kristofco to chair a college-wide task group on the subject.

In the fall of 1991, the college's Task Group on Institutional Effectiveness was formed. Its membership included the following:

Associate Dean For Student Development, Chair
Director of Personnel
Director of Finance
Business Division Professor
Assistant Dean of Arts and Sciences
Director of Institutional Research
Director of Counseling

An Associate Professor in Arts and Sciences
A Custodian from the Downtown Campus
A Student

This group began its work using the Regents' committee model from the previous summer and sharing an expectation of vigorous and far-reaching discussions. The group also began with a fundamental assumption--that no "off the shelf" effectiveness assessment model, however well it may seem to suit a place, can be brought "as is" into an institution.

As the deliberations went forward, several other issues became apparent. The group would have to define a number of key terms within the context of the college's assessment project. In the process of doing so, the group discovered that there are terms used at a college the definitions of which most people assume but rarely articulate. And when they do, they sometimes find that their notions of what some things are (or should be) vary (sometimes widely) from the notions of their colleagues. For instance, what does your school mean when it calls things "enrollment services," "student development services," or "instructional outcomes?"

In addition, the task group's discussions also brought the college's mission statement into review. There were times, for instance, when an area of inquiry (something that most assuredly belonged in the instrument--"diversity," for example) did not have a specific piece of the mission statement to which it could be tied. As a result, the group's recommendations included a request that additions to the college mission statement be made.

The task group also decided that in order to facilitate the eventual implementation of the assessment grid, it would have to identify people at the institution who would be asked to respond to the "indicators" listed with each of the areas of inquiry. For instance, it is not enough to simply construct a model in which we note that in the area of "personnel" (an item in the "Resource" section) the college should investigate the degree to which it "employs personnel of diverse racial and ethnic profile"; we must also identify whom will be asked to address that issue. Further, the instrument should also identify data already at the college that will be available to that person (to those persons) as the indicator is addressed.

Therefore, it also became the business of the task group to develop a list of data sources at the college (programs, surveys, etc.) and to identify which indicators in the grid each of these sources seemed to support. As a result, the assessment model will set out areas of inquiry, indicators of success on those areas, individuals and groups at the college who will be asked to respond to the indicators, and sources of information available for that response.

Implicit in this, of course, is the application of some notion of "standards" as the assessment process goes forward. As did the Regents' committee before it, the Clark State task group determined that, given the demographic, historical, and economic makeup of an individual college, the basic orientation on standards should be internal rather than external. This orientation also reflects the basic belief that the ultimate reference point for the determination of institutional effectiveness should be the organization's mission statement, for the ultimate effectiveness question truly is "How well do we really do what we say we do?"

Certainly, there are many places within an assessment model where external (service area, state, regional, national) standards can and should be considered, making the actual assessment a combination of applied internal and external standards. But the fundamental orientation remains internal, and the Clark State model reflects that belief.

The final question that the task group had to answer was the implementation question: "Who will do what and when?"

After lengthy discussion about the various alternatives, the following implementation strategy was devised:

1. In fall of 1992, the current task group will reconvene to finalize development of an accurate "data sources" list.

2. By the end of fall term 1992, the president of the college will name a seven member "Institutional Effectiveness Assessment Team."

3. From January to June ('93), the current task group will meet with the newly formed assessment team to "pass the torch." This time will provide the opportunity for the task group to share the process, product, and pitfalls of their deliberations. The ultimate goal will be the preparation of the assessment team for the work that lies ahead.

4. In the summer of 1993, the assessment team will actually begin to carry out its work. One of the members will be identified as the facilitator, and the other six will be assigned in pairs to the three large sections of the assessment grid. In that way two people will be responsible for coordinating the "Resource" component; two others will work with the "Process" section, and the other two will handle the "Outcomes." These teams of two can work in whatever format they choose (one-on-one with responders, in small committees, etc.). The facilitator will work as a resource person for the three teams of two. He/she will also be the individual responsible for bringing the work of the teams together and assembling the actual "Assessment Report" that will be produced by the end of spring term 1994.

5. The assessment interval will be five years, so that the next cycle will take place during 1998-99. This schedule matches the college's NCA accreditation time-frame. The college hopes to use this assessment report as the core of its NCA self-evaluation. The 93-94 assessment will provide the college with a baseline for use in subsequent reviews.

6. Every "indicator" (there are approximately 100) will be put on a separate worksheet. The worksheet will have the following sections to be completed by the respondent(s):

   Section (Resource, Process, Outcomes):
   Area of Inquiry:
   Respondent(s):

   Data Sources:

   Description of Current Status (Assessment):

   Plan for Improvement:

The assembled worksheets, once completed, will form the basis for the Assessment Report that the assessment team will produce.

PRESENTATION

At our session at the conference, we will briefly introduce the "assessment grid" process. Attendees will then be invited to participate in a hands-on activity during which they will be asked to actually develop the "indicators" for a band on the grid. This activity will be used as a set-up for a discussion of Clark State's experience developing its own instrument. Specific aspects of that model and particularly difficult components of it (attempting to satisfy both institutional and NCA Requirements, especially in the area of Instructional Outcomes) will be discussed. Finally, questions and comments will be solicited from the participants.

CLARK STATE COMMUNITY COLLEGE

INSTITUTIONAL EFFECTIVENESS ASSESSMENT GRID

During the 91-92 academic year, Clark State Community College's Task Group on Institutional Effectiveness met on approximately twenty occasions to develop an instrument for use in assessing the degree to which the college was achieving what it has set out to achieve. Rather than begin with a completely empty slate, the group decided to begin with an assessment model that had been designed by and for similar institutions.

The document that was selected as a base was the Assessment Model produced by the Ohio Board of Regents in 1989-90. This "grid" is an adaptation of the Institutional Effectiveness grid developed by the National Alliance of Community and Technical Colleges several years before. The Regents formed a statewide task force to address the issue of "creating a world class system of two-year colleges in Ohio." One of its sub-committees was assigned the topic of "assessing institutional effectiveness" (the Clark State staff member who chairs its Institutional Effectiveness Task Group was a member of the sub-committee). They worked for the better part of a year "translating" the Alliance model into the Ohio context.

The Regents' model has several features that made it attractive to Clark State, and those perceived strengths have carried over into the college's grid. First, the model requires that all of the institutional components to be examined--the "Areas of Inquiry"--be directly tied to the college's mission statement. This links "what we actually do" to "what we promise to do" in a way that makes the investigation both legitimate and thorough. Second, the model divides the college's assessment into three basic areas: Resources--what we <u>have available</u> to us to carry out our mission (people, places, equipment, money, etc.), Processes--what we actually <u>do</u> to carry out our mission, and Outcomes--what happens as a <u>result</u> of what we have done. Finally, the model requires the development of specific aspects of each area to be examined--the "Indicators" of success.

The Task Group added its own touches as it customized the model. It defined key and ambiguous terms, proceeding from the belief that much is <u>assumed</u> about what we mean when we say `X' only to find that there is often significant disagreement when `X' must be acted on. The Task Group also elaborated on

the Indicators for the Areas of Inquiry by identifying which individual(s) at the college would be asked to respond to the item. The Indicators are intended to be turned around into questions when the actual assessment takes place. Thus, the Institutional Effectiveness grid is actually a set of questions that will be asked about the college.

MISSION STATEMENT

The mission of Clark State Community College, a public, two-year, open admissions institution, is to provide quality pre-baccalaureate and technical two-year associate degree programs, educational support programs and services, and community services for a broad spectrum of students ranging from recent high school graduates to adults pursuing the goals of lifelong education. The college is committed to serving the educational needs of the citizens of Clark, Champaign, Greene, and Logan counties.

PURPOSES OF THE COLLEGE

1. To provide educational programs and services to all people, regardless of race, religion, sex, age, national origin, or other differentiating factors.

2. To offer associate degrees and certificates in postsecondary pre-baccalaureate and technical education programs that serve the needs of the community and the state.

3. To provide opportunities for lifelong education for members of our community.

4. To develop in students critical thinking, problem-solving, and communication skills.

5. To include in courses an awareness of the ethical, cultural, political, economic, historical, and social aspects of life.

6. To provide appropriate developmental education services to enhance students access to and success in educational programs.

7. To provide appropriate resources in student development (counseling, advising, placement, financial aid, student activities) and instructional services to enhance the educational process.

8. To offer courses and programs that will transfer to other accredited collegiate institutions.

9. To provide training and retraining for the upgrading of skills of our local workforce to meet individual, local and state human resource needs.

10. To provide opportunities for cultural enrichment through curricular and extracurricular activities.

11. To encourage the utilization of college facilities and services for educational and cultural purposes for the citizens of our community.

CLARK STATE COMMUNITY COLLEGE

INSTITUTIONAL EFFECTIVENESS

ASSESSMENT MODEL

RESOURCES

I. RESOURCES: The assets (personnel, physical, capital, and fiscal) that the college acquires and develops in order to carry out its stated mission (what the college has to work with as it sets out to accomplish its mission).

RESOURCES
Indicators

Area of Inquiry				
Board of Trustees Mission Statement(s): ALL	The Board operates within ethical and legal standards required by federal and state laws.	The Board develops, articulates, and reviews the college mission statement.	The Board develops policy and sets institutional goals and priorities.	The Board has trustee orientations and development programs
	The Board conducts self-evaluation on a regular basis.			
College Personnel Mission Statement(s): ALL	The college recruits qualified personnel.	The qualifications and credentials of personnel meet institutional and state standards.	The college employs personnel of diverse racial and ethnic profile.	College personnel have knowledge of institutional policies.
	Clark State provides professional development opportunities for college personnel.	Personnel performance appraisals are conducted regularly.	Personnel are asked to assess institutional climate.	
Students Mission Statement(s): ALL	The college has recruitment plans consistent with its mission.	Enrollments are consistent with college goals and resources.	The racial/cultural composition of the student body meets college goals.	The demographic profile of the student body meets college goals.

Financial Resources Mission Statement(s): ALL	Revenues are stable and sufficient to support the college mission.	The college has short and long term budget planning processes.	The college has diverse sources of funding.	The proportion of the college's budget expended for instruction reflects a commitment to instruction as primary mission.
Physical Resources Mission Statement(s): ALL	Physical space is sufficient to support the mission of the college.	The college plans for the development, utilization, and allocation of physical space.	Physical Resources meet the needs of the handicapped.	Physical Resources are in good condition and meet safety standards.
	Equipment used for instruction is state of the art.			
Student Support Services Mission Statement(s): #7	Student Support Services meet the mission of the college.	The college plans for the development and delivery of Student Support Services.	Student Support Services respond to the needs and diversity of the student body.	Technology used for Student Support Services is state of the art.
	Student Support Services enhance the personal growth and development of students.			

Academic Support Services Mission Statement(s): #6	Academic Support Services meet the mission of the college.	The college plans for the development and delivery of Academic Support Services.	Academic Support Services address the needs and the diversity of the students and the faculty.	Academic Support Services enhance students' academic performance.

AREA OF INQUIRY: Board of Trustees

Mission Statement: Basic to all

INDICATORS:

1. The Board operates within ethical and legal standards required by federal and state laws.

Reviewer(s): President Salerno, the State Auditor, and the OBR

2. The Board develops, articulates, and reviews the college mission statement.

Reviewer(s): the President

3. The Board develops policy and sets institutional goals and priorities

Reviewer(s): the President

4. The Board has Trustee orientations and development programs.

Reviewer(s): the President and a Board representative

5. The Board conducts self-evaluation on a regular basis.

Reviewer(s): the President and a Board representative

AREA OF INQUIRY: College Personnel

Definition: All full-time and part-time personnel employed by the college.

Mission Statement: Basic to all

INDICATORS:

1. The college recruits qualified personnel.

Reviewer(s): Personnel Office, VPASA, VPB

2. The qualifications and credentials of personnel meet institutional and state standards.

Reviewer(s): Personnel Office, VPASA, VPB

3. The college employs personnel of diverse racial and ethnic profile.

Reviewer(s): Personnel Office

4. College personnel have knowledge of institutional policies.

Reviewer(s): VPASA and VPB

5. Clark State provides professional development opportunities for college personnel.

Reviewer(s): DAS, Personnel Office, and Faculty Development Coordinator

6. Personnel performance appraisals are conducted regularly.

Reviewer(s): Personnel Office, VPASA, VPB

7. Personnel are asked to assess institutional climate.

Reviewer(s): Personnel Office (new survey)

AREA OF INQUIRY: Students

Definition: The term "student" refers to any individual who receives instruction from Clark State personnel (credit, non-credit, and CHRD).

Mission Statement: Basic to all

INDICATORS:

1. The college has recruitment plans consistent with its mission.

Definition: The term "recruitment" refers to the process of getting people interested in enrolling in classes or otherwise receiving instruction from the college.

Reviewer(s): Admissions and CHRD

2. Enrollments are consistent with institutional goals and resources.

Reviewer(s): VPASA, Admissions, and CHRD

3. The racial/cultural composition of the student body meets college goals.

Reviewer(s): VPASA, Admissions, and CHRD

4. The demographic profile of the student body meets college goals.

Reviewer(s): VPASA, Admissions, and CHRD

AREA IN INQUIRY: Financial Resources

Mission Statement: Basic to all

INDICATORS:

1. Revenues are stable and sufficient to support the college mission.

Definition: The word "revenue" will be defined to mean all dollars received by the college.

Reviewer(s): VPB

2. The college has short and long term budget planning processes.

Reviewer(s): VPB

3. The college has diverse sources of funding.

Reviewer(s): VPB

4. The proportion of the college's budget expended for instruction reflects a commitment to instruction as primary mission.

Reviewer(s): VPASA and VPB

AREA OF INQUIRY: Physical Resources

Definition: "Physical Resources" are defined to mean: the buildings, equipment, and utilities of the college.

Mission Statement: Basic to all

INDICATORS:

1. Physical space is sufficient to support the mission of the college.

Reviewer(s): VPB, DAS, and Director of Physical Plant

2. The college plans for the development, utilization, and allocation of physical space.

Reviewer(s): VPASA, VPB, DAS, and the Director of the Physical Plant.

3. Physical Resources meet the needs of the handicapped.

Reviewer(s): VPB, the Counseling Department, the Director of the Physical Plant, and the OBR

4. Physical Resources are in good condition and meet safety standards.

Reviewer(s): VPB, Director of Physical Plant, DAS

5. Equipment used for instruction is state of the art.

Reviewer(s): VPASA, DAS, CHRD

AREA OF INQUIRY: Student Support Services

Mission Statement: Statement #7

Definition: Student Support Services are defined as programs and services that support both the logistical and personal growth and needs of students. At Clark State, Student Support Services include:

Counseling
Advising
Placement
Student Life
Financial Aid
Records
Admissions
Bookstore
Cafeteria
Campus Ministry
Cashier's Office

INDICATORS:

1. Student Support Services meet the mission of the college.

Reviewer(s): VPASA, VPB, ADSD

2. The college plans for the development and delivery of Student Support Services.

Reviewer(s): VPASA, VPB, ADSD

3. Student Support Services respond to the needs and diversity of the student body.

Reviewer(s): VPASA, VPB, ADSD

4. Technology used for Student Support Services is state of the art.

Reviewer(s): VPASA, VPB, ADSD

5. Student Support Services enhance the personal growth and development of students.

Reviewer(s): VPASA, VPB, ADSD

AREA OF INQUIRY: Academic Support Services

Definition: Programs, services, and courses that support the academic work of students. At Clark State, this includes: Placement Testing, Tutoring, Writing and Math Labs, Remedial/Developmental Courses, Prior Learning Portfolio Development, and the Library

Mission Statement: Mission statement #6

INDICATORS:

1. Academic Support Services meet the mission of the college.

Reviewer(s): ADSD, Director of the Library

2. The college plans for the development and delivery of Academic Support Services.

Reviewer(s): ADSD, Director of the Library

3. Academic Support Services address the needs and the diversity of the students and the faculty.

Reviewer(s): ADSD, Director of the Library

4. Academic Support Services enhance students' academic performance.

Reviewer(s): VPASA, ADSD, Director of the Library

PROCESSES

II. PROCESSES: The programs and practices that the college carries out as it applies its resources toward achieving its stated mission (How the college uses what it has).

Area of Inquiry	PROCESSES Indicators			
Enrollment Services Mission Statement(s): ALL	The college provides an admission process that is open, efficient, and complete.	The college provides a registration process that is effective, efficient, and student-oriented.	The college provides financial aid services that are efficient, student oriented, and in compliance with federal and state regulations.	The college provides effective and efficient services for billing and payment of fees.
Curriculum Mission Statement(s): 1, 2, 3, 8, and 9	The college has adequate programs and course offerings to meet its mission.	The college plans for the development of new programs and course offerings.	Through a regular process of evaluation, programs, and course offerings are reviewed, validated, and revised or eliminated.	The college has articulation agreements for transfer that are consistent with the college mission and with student needs.
Teaching Mission Statement(s): ALL	Teaching stragegies that are used are effective.	The college plans for the development and implementation of effective instructional techniques.	Excellence in teaching is supported, recognized, and rewarded.	The process for the evaluation of teaching is comprehensive.
Administrative Support Services Mission Statement(s): ALL	Administrative Support Services are sufficient to meet the needs of the college.	The college plans for the development and delivery of Administrative Support Services.	The college evaluates its Administrative Support Services.	
Student Support Services Mission Statement(s): 4, 7, and 10	Student Support Services reflect the college mission.	The college plans for the development and implementation of Student Support Services.	There is a regular orientation program for new students.	The college assesses the academic skills of incoming students.

Student Support Services (cont'd.)	Academic advisement and counseling programs meet student needs.	The college has a plan to monitor retention.	Career Services meet the needs of students.	

AREA OF INQUIRY: Enrollment Services

Definition: Services that facilitate students entering Clark State and enrolling in classes at the college. This includes: Admissions, Registration, Financial Aid, and Payment Services

Mission Statement: Basic to all

INDICATORS:

1. The college provides an admissions process that is open, efficient, and complete.

Reviewer(s): ADSD and the Admissions office

2. The college provides a registration process that is effective, efficient, and student-oriented.

Reviewer(s): ADSD and the Registration Committee

3. The college provides financial aid services that are efficient, student-oriented, and in compliance with federal and state regulations.

Reviewer(s): VPB and the Financial Aid Office

4. The college provides effective and efficient services for billing and payment of fees.

Reviewer(s): VPB and Director of Finance

AREA OF INQUIRY: Curriculum

Mission Statement(s): 1, 2, 3, 8, and 9

INDICATORS:

1. The college has adequate programs and course offerings to meet its mission.

Reviewer(s): VPASA and CHRD

2. The college plans for the development of new programs and course offerings.

Reviewer(s): VPASA and CHRD

3. Through a regular process of evaluation, programs and course offerings are reviewed, validated, and revised or eliminated.

Reviewer(s): VPASA and CHRD

4. The college has articulation agreements for transfer that are consistent with the mission and with student needs.

Reviewer(s): VPASA and the Articulation Committee

AREA OF INQUIRY: Teaching

Mission statement: Basic to all

INDICATORS:

1. Teaching strategies that are used are effective.

Reviewer(s): VPASA and CHRD

2. The college plans for the development and implementation of effective instructional techniques.

Reviewer(s): VPASA, CHRD, and the Faculty Development Coordinator

3. Excellence in teaching is supported, recognized, and rewarded.

Reviewer(s): VPASA and CHRD

4. The process for the evaluation of teaching is comprehensive.

Reviewer(s): VPASA and CHRD

AREA OF INQUIRY: Administrative Support Services

Mission Statement: Basic to all

Definition: Administrative Support Services refer to services that support the operation of the college. At Clark State that includes:

Mail Delivery (courier)
Copying (xeroxing)
Computer Services
Institutional Research
Campus Police
Custodial Services

INDICATORS:

1. Administrative Support Services are sufficient to meet the needs of the college.

Reviewer(s): VPB and DAS

2. The college plans for the development and delivery of Administrative Support Services.

Reviewer(s): VPB and DAS

3. The college evaluates its Administrative Support Services.

Reviewer(s): VPB and DAS

AREA OF INQUIRY: Student Support Services

Mission Statement: Statements 4, 7, and 10

Definition: Student Support Services refer to programs and services that enhance personal, social, civic, ethical, recreational, career, and leadership development of students.

INDICATORS:

1. Student Support Services reflect the college mission.

Reviewer(s): VPASA and ADSD

2. The college plans for the development and implementation of Student Support Services.

Reviewer(s): VPASA and ADSD

3. There is a regular orientation program for new students.

Reviewer(s): ADSD and the Director of Counseling

4. The college assesses the academic skills of incoming students.

Reviewer(s): ADSD

5. Academic advisement and counseling programs meet student needs.

Reviewer(s): VPASA, ADSD, and Director of Counseling

6. The college has a plan to monitor retention.

Reviewer(s): VPASA and ADSD

7. Career Services meet the needs of students.

Reviewer(s): Director of Career Services and ADSD.

OUTCOMES

III. OUTCOMES: The results that are produced by the college's application of its resources toward achieving its mission (What the college produces when it uses what it has).

Area of Inquiry	OUTCOMES Indicators			
Instructional Outcomes Mission Statement(s): 1, 2, 3, 4, 5, 6, 8, and 9	Instructional outcomes are consistent with the college's mission.	The college plans for the assessment and improvement of instruction.	Students demonstrate basic academic skills.	Students demonstrate advanced academic skills.
	Students demonstrate program specific skills.	The college assesses the effectiveness of its academic programs.	The college uses a variety of measures to assess its instructional outcomes and its program effectiveness.	
Student Development Programs Mission Statement(s): 5, 7, and 10	Student Development programming is consistent with the college mission.	The college has a plan to assess and improve Student Development programs.	A variety of measures are used to assess the success of each Student Development office's programs.	
Diversity Mission Statement(s): 1, 5, and 10	The college has defined 'diversity' in terms of its mission.	There is a plan to assess and improve the diversity program for the entire college.	The assessment plan includes strategies for students, faculty, and staff participation.	The assessment plan also invites participation by residents of the college's service area.
Community Impact Mission Statement(s): 3, 9, 10, and 11	The college has partnerships with the community that meet its mission.	The college plans for the development, assessment, and improvement of college-community relationships.	The community participates in college events and uses college facilities.	The community participates on college committees.

	The community supports the college through fundraising.	The economic impact of the college on the community is assessed.	The college participates with the community in economic development projects.	

AREA OF INQUIRY: Instructional Outcomes

Mission Statement(s): 1, 2, 3, 4, 5, 6, 8, and 9

Definition: The term Instructional Outcomes refers to the results of participation in instruction at the college. This is further specified in three ways:

i. Basic academic skills: Those fundamental skills that are common to all programs and degrees at the college. At Clark State Community College, "basic academic skills" include writing, reading, mathematics, and library skills.

ii. Advanced academic skills: Those higher order skills that are developed in the 'general education' and "major" components of the college's programs and degrees. At Clark State Community College, "advanced academic skills" include critical thinking and problem solving skills as well as knowledge of the humanities and the social sciences.

iii. Program-specific skills: Those skills that are developed in the technical and degree-specific courses. At Clark State Community College, "program specific skills" refer to the body of knowledge, the technical skills, and the computer skills appropriate to a particular program or degree.

INDICATORS:

1. Instructional Outcomes are consistent with the college's mission.

Reviewer(s): VPASA and Instructional Outcomes Committee

2. The college plans for the assessment and improvement of instruction.

Reviewer(s): VPASA, Faculty Development Committee, Faculty Committee on the Evaluation of Instruction

3. Students demonstrate basic academic skills.

Reviewer(s): ADSD, VPASA, and the Instructional Outcomes Committee

4. Students demonstrate advanced academic skills.

Reviewer(s): VPASA, Assistant Dean of Arts and Science, and the Instructional Outcomes Committee

5. Students demonstrate program-specific skills.

Reviewer(s): VPASA, Division Chairs, and the Instructional Outcomes Committee

6. The college assesses the effectiveness of its academic programs.

Reviewer(s): VPASA, Program Review Committee

7. The college uses a variety of measures to assess its instructional outcomes and its program effectiveness.

Reviewer(s): VPASA, Program Review Committee, and the Instructional Outcomes Committee

AREA OF INQUIRY: Student Development Programs

Mission Statement: Statements 5, 7, 10

Definition: Student Development programs include those activities that are designed to enable students to negotiate the campus and to develop their personal, social, civic, ethical, recreational, career, and leadership skills. At Clark State that includes the work of Admissions, Records, Counseling, Student Life, the Health Clinic, Campus Ministry, Educational Services, and the Associate Dean for Student Development.

INDICATORS:

1. Student Development Programming is consistent with the institutional mission.

Reviewer(s): ADSD

2. The college has a plan to assess and improve Student Development Programs.

Reviewer(s): ADSD

3. A variety of measures are used to assess the success of each Student Development office's programs.

Reviewer(s): ADSD

AREA OF INQUIRY: Diversity

Mission Statement: Statements 1, 5, and 10

Definition: Diversity refers to understanding and valuing the racial, ethnic, gender, religious, economic, nationality, physical capacity, and affectional orientation differences among the students and staff of the college.

INDICATORS:

1. The college has defined diversity in relationship to its mission.

Reviewer(s): The President and the Cultural Diversity Task Group

2. The college plans to assess and improve the diversity program for the entire college.

Reviewer(s): The Cultural Diversity Task Group

3. The diversity program includes strategies for students, faculty, and staff participation.

Reviewer(s): The Cultural Diversity Task Group

4. The diversity program also invites participation by residents of the college's service area.

Reviewer(s): The Cultural Diversity Task Group

AREA OF INQUIRY: Community Impact

Mission Statement: Statements 3, 9, 10, and 11

INDICATORS:

1. The college has partnerships with the community that meet its mission.

Reviewer(s): VPASA, ADSD, CHRD

2. The college plans for the development, assessment, and improvement of college/community relationships.

Reviewer(s): VPASA, ADSD, CHRD

3. The community participates in college events and uses college facilities.

Reviewer(s): CHRD, Director of Student Life, Community Relations

4. The community participates on college committees.

Reviewer(s): The President, VPASA, Program Review Committee

5. The community supports the college through fundraising.

Reviewer(s): DAS

6. The economic impact of the college on the community is assessed.

Reviewer(s): The President, Community Relations, DAS

7. The college participates with the community in economic development projects.

Reviewer(s): The President, DAS

ABBREVIATIONS

OBR = The Ohio Board of Regents
VPASA = The Vice President of Academic and Student Affairs
VABA = The Vice President of Business Affairs
DAS = The Dean of Administrative Services
CHRD = The Center for Human Resource Development
ADSD = The Associate Dean for Student Development

ERIC Clearinghouse for Junior Colleges

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